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Expected Results .............................................................. 13
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<td>Use of Results</td>
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<td>24</td>
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<td>Expected Results</td>
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<td>Assessment Procedures</td>
<td>24</td>
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<td>Actual Results</td>
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<tr>
<td>Use of Results</td>
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<td>UNIT BUDGET FOR TECHNOLOGY</td>
<td>26</td>
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</table>
SECTION A
I. UNIT TITLE

Office of Field Experiences, College of Education
C. Hines Cronin, Unit Administrator

II. DATA AND INFORMATION FOR DEPARTMENT

Non-Academic Departments

The Office of Field Experiences is an academic department.

Academic Department

An analysis of trends follows:

Teacher Education Program Applications

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>1998 Admitted/Denied</th>
<th>1999 Admitted/Denied</th>
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<tr>
<td>Art Education</td>
<td>2</td>
<td>2</td>
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<tr>
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<tr>
<td>Elementary Education</td>
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<td>90</td>
</tr>
<tr>
<td>English Education</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
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<td>0</td>
</tr>
<tr>
<td>French Education</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Health, Physical Education</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>and Recreation</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Music Education</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Science Education</td>
<td>8</td>
<td>11</td>
</tr>
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<td>Social Science Education</td>
<td>12</td>
<td>9</td>
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<td>Special Education</td>
<td>10</td>
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<td>Total</td>
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Student Teaching Placements

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</tr>
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<tr>
<td>Health, Physical Education and Recreation</td>
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<td>8</td>
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<tr>
<td>Mathematics Education</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Music Education</td>
<td>10</td>
<td>19</td>
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<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>128</td>
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Schools Districts Utilized During 1999

Aberdeen School District
Benoit School District
Booneville School District
Calhoun County School District
Clarksdale School District
Cleveland School District
Clinton School District
Desoto County School District
Drew School District
Durant School District
East Tallahatchie Consolidated School District
Greenville Public School District
Greenwood Public School District
Grenada School District
Gulfport School District
Hancock County School District
Harrison County School District
Hinds County School District
Indianola School District
Jones County School District
Kosciusko School District
Lafayette County School District
Leake County School District
Madison County School District
Natchez-Adams School District
New Albany School District
Okolona School District
Pearl School District
Pontotoc County School District
Rankin County School District
Senatobia School District
Shaw School District
South Panola School District
South Tippah School District
Starkville School District
Sunflower County School District
Tate County School District
Tunica County School District
Tupelo School District
West Bolivar School District
Western Line School District
Winona School District

Undergraduate Majors in Education

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<tr>
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<td>English Education</td>
<td>26</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>0</td>
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<td>Foreign Languages</td>
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<td>Health, Physical Education and Recreation</td>
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<td>Social Science Education</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Follow-up of Graduates

See Appendix A2

III. PERSONNEL

C. Hines Cronin, Ed.D., Director
Marie Beckham, Senior Secretary

The senior secretary position is recommended to be upgraded.
IV. DEGREE PROGRAM ADDITION/DELETIONS

The unit does not have a degree program.

V. GOALS/STUDENT OUTCOMES ASSESSMENT

Goals/student outcomes and assessments are listed on separate pages.
Unit Goal/Student Outcome 1

Establish a computer information system to process student applications for admission to the Teacher Education Program and student teaching, implement a monitoring procedure for student progress, and communicate student progress/failure to appropriate faculty members.

Institutional Goal

9. Increase student retention by providing a support program with the following attributes: a comprehensive system of advising and other services to enhance student development, and opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

Expected Results

Improved communication system for information dissemination to appropriate faculty members and Teacher Education Council.

Improved monitoring procedures of student progress.

Implementation of new instruments for assessment of student teachers based on INTASC standards.

Assessment Procedures

Feedback from the faculty and Teacher Education Council members.

An audit of student records each year by a state assessment team.

Pilot testing of student teacher assessment instruments based on INTASC standards.

Actual Results

Analysis of information processing reveals that distribution of student data improves timely decision-making by the Teacher Education Council and faculty members when advising students.
Procedures for recording new standardized test data include utilizing computer capabilities to process information.

A revised STAI was implemented for the Spring 2000 semester.

Use of Results

Application of the information system that is responsive to new State and NCATE requirements. The STAI domains and indicators were used to align curriculum with the instrument.
Unit Goal/Student Outcome 2

Provide effective and early placement of student teachers who meet Teacher Education Council's requirements for student teaching.

Institutional Goal

5. Enhance educational experiences at all levels by providing student internships and career development opportunities and by encouraging student research and other creative work.

Expected Results

Extended on-the-job experiences with cooperating teachers.

Integration of classroom preparation for student teaching with specific placement conditions for each student.

Assessment Procedures

Surveys of student teachers immediately prior to graduation and after one year of service.

State survey of educational graduates at the end of the first year of teaching.

Actual Results

Procedures were verified as best practice.

Use of Results

A continuing analysis of results is expected to confirm effectiveness of early placement. Based on faculty recommendations, corrections will be made where appropriate for a standardized procedure for each academic area.
Unit Goal/Student Outcome 3

Provide field experience opportunities for students in multiple educational environments in preparation for professional service after graduation.

Institutional Goal

5. Enhance educational experiences at all levels by providing student internships and other career development opportunities and by encouraging student research and creative work.

Expected Results

Students experience the work environment of professional educators.

Students experience teaching and learning in the classroom.

Assessment Procedures

Faculty members continue to request field experiences for students.

Completion of 30 hours of field experiences for admission to Teacher Education Program.

Actual Results

Faculty members continue to integrate field experiences in their classes.

Use of Results

As a result of field experiences, the students are prepared to enter professional service with awareness of expectations and skills to provide quality educational services.
Unit Goal/Student Outcome 4

Coordinate dissemination of information to faculty members, students and schools participating in field experiences.

Institutional Goal

4. Provide a curriculum that ensures education majors are properly prepared in their chosen fields to complete licensure requirements, enter the work force, and continue advanced study in graduate or professional school.

Expected Results

Improve curriculum by faculty use of information and data on student performance.

Use of teacher licensure information by students and practicing educators to prepare for and obtain teacher licensure.

Assessment Procedures

Annual survey of education graduates and employers during their first year of employment.

Analysis of student performance on the standardized tests.

Feedback from faculty, students and school district staff.

Actual Results

Student responses identify program effectiveness and need for improvement in specific areas of the STAI pilot program.

Use of Results

Decision-making is more data driven and focused on critical needs for improvement.
## VI. UNIT BUDGET PLAN

<table>
<thead>
<tr>
<th>Account</th>
<th>Previous Request</th>
<th>Current Budget</th>
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<td>1024</td>
<td>1128</td>
<td>4</td>
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<tr>
<td>75230 Telephone LDS</td>
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<td>75530 Rental of Office Equip.</td>
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<td>75660 Maintenance Cont. Equip.</td>
<td>1100</td>
<td>525</td>
<td>525</td>
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<tr>
<td>75780 Consultant Expense</td>
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<td>1200</td>
<td>1200</td>
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<tr>
<td>75790 Other Prof. Fees/Services</td>
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<td>7000</td>
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<td>75820 Dues</td>
<td>160</td>
<td>160</td>
<td>160</td>
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<tr>
<td>7600 Commodities</td>
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<td>3019</td>
<td>4019</td>
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</table>

### Justification

1. **7400 Travel** -- Supervisors are being required to travel greater distances. The reimbursement rate for faculty travel has increased.

2. **75220 Telephone LS** -- To cover addition of telephone in Center for Teaching and Learning.

3. **75790 Other Prof. Fees/Services** -- To provide contract payment for 140 student teachers.

4. **7600 Commodities** -- To cover costs of paper and printer supplies for the Center for Teaching and Learning.
STUDENT TEST INFORMATION
COLLEGE OF EDUCATION
SCHOOL YEAR 1998

The Mississippi Department of Education changed all test requirements for students to enter teacher education programs and obtain licenses to teach in the State of Mississippi. The NTE core battery was replaced with the Praxis Series consisting of (1) PPST and Computer-Based Test (CBT) exams to measure reading, writing, and mathematics, (2) PLT exam to measure principles of learning and teaching, and (3) Specialty exams to measure academic preparation.

ETS reports data in score intervals. The data presented are based on the interval values containing passing scores for Mississippi, not specific scores.

Information on the PPST and CBT (From ETS)

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<th>DSU Data</th>
</tr>
</thead>
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<td></td>
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<tr>
<td>PPST Reading</td>
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<tr>
<td>PPST Writing</td>
<td>46,541</td>
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<tr>
<td>CBT Writing</td>
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<td>PPST Math</td>
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</tr>
<tr>
<td>CBT Math</td>
<td>42,152</td>
<td>324(46%)</td>
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Information on NTE

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<th>DSU Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Median</td>
</tr>
<tr>
<td>Principles of Learning and Teaching</td>
<td>25,147</td>
<td>173(42%)</td>
</tr>
</tbody>
</table>
APPENDIX A2
The 1999 graduates completed an extensive questionnaire regarding their preparation for teaching as a profession. They completed this questionnaire at the end of their student teaching experience and again during their first year of teaching.

Responses to items on the questionnaire are given by marking one of five ratings: very good, good, fair, poor, or very poor. The summary of results for the 1999 graduates are similar to those from earlier graduates. These graduates feel they were well prepared for student teaching and subsequently for teaching. The majority of responses rated their teacher education preparation as good or very good. Fewer than 10 percent responded with a poor or very poor rating.

Responses to the six questions requiring written responses indicated support for the continuation of the level of teacher education preparation received at Delta State. These graduates were most supportive of the field experiences, and the planning and implementation skills required for the first year teacher’s MTAI evaluation. They also felt prepared to manage their students and classrooms.

Principals employing the first year teacher completed an Employer/Supervisor questionnaire. Ratings were given in four categories: personal qualities, teaching techniques, classroom management, and professional/social traits. The majority of principals expressed satisfaction with the performance and training of the first year teachers. The principals’ comments indicated strong support for the teacher education program at Delta State. These results are consistent with results from earlier years where ratings of fair or below are rare.
OFFICE OF FIELD EXPERIENCES
COLLEGE OF EDUCATION
TECHNOLOGY

I. UNIT TITLE

Office of Field Experiences, College of Education
C. Hines Cronin, Unit Administrator

II. DATA AND INFORMATION FOR DEPARTMENT

Non-Academic Departments

The Office of Field Experiences is an academic department responsible for educational technology in the College of Education.

Academic Department

An analysis of trends follows:

A Center for Teaching and Learning to serve all education majors with the following inventory:

Fifty-one computers with multimedia capability, all mobile for use in multiple locations
Five laptop computers for faculty use
Two LCD projectors
Digital camera
Digital camcorder
Three printers
Scanner
14 videoconferencing cameras
Three telecast packets of digital cameras and connections with two schools in the Cleveland School District
Telecast connections to six classrooms

Training for faculty and students in the following areas:

Windows 95 for the desktops
Word processing in Microsoft Word and Works
PowerPoint for presentations
Excel for spreadsheet applications
Access for database applications
SuperLink for multimedia presentations
Internet for accessing information sources
Digital cameras and camcorder for photography
LCD projector for presentations
Laser and color printers for document preparations
Scanner for copying information and computer applications
Desktop videoconferencing using CU-SeeMe applications
Classroom applications of technology

Training provided workshops and on-site assistance depending on need and desire for training. All faculty members who teach graduate and undergraduate students in education were encouraged to participate. Training was extensive and included all areas listed above. Training was a cooperative effort between the College of Education and the College of Business.

III. PERSONNEL

C. Hines Cronin, Ed.D., Director
Marie Beckham, Senior Secretary

The senior secretary position is recommended to be upgraded.

IV. DEGREE PROGRAM ADDITION/DELETION

The unit does not have a degree program.

V. GOALS /STUDENT OUTCOMES ASSESSMENT

Goals/student outcomes and assessments are listed on separate pages.
Unit Goal/Student Outcome 1

Create a technology literate educational workforce by providing training to raise the level of computer competencies in three broad categories: fundamental skill building in the use of computers; infusion of technology into the educational process; and general knowledge of technology and ethical/legal issues.

Institutional Goal

3. Improve computer literacy for all students by making computer services available and by facilitating the use of appropriate software packages in courses throughout the curriculum.

Expected Results

Extensive use of computer-based technology in the Center for Teaching and Learning and classrooms by faculty and students.

Expansion of technology services for the new program approved by the State for preparing educational administrators.

Implementation of the Teaching Tomorrow’s Teachers to Use Technology greatly approved by the U.S. Department of Education.

Assessment Procedures

Survey results to determine extent of training requested by faculty and extent of training provided.

Feedback from faculty, students, and staff development participants.

Actual Results

Installed 51 computer workstations with full multimedia capabilities in the Center for Teaching and Learning.

Responded to training needs through scheduled workshops and on-site assistance.
Provided on-site program and networking support for multiple program applications, training, and individual use.

Creation of Center for Teaching and Learning provided adequate space for training and general student use.

Use of Results

Identified through surveys a need for faculty and student training on computers, peripheral equipment, and software programs.

The Center was established in January.

Submitted and received funding for faculty and student training through a U.S. Department of Education grant, Training Tomorrow’s Teachers to Use Technology.
Unit Goal/Student Outcome 2

Establish a full-service Center for Teaching and Learning to meet technology service needs for DSU faculty members and students, the Mississippi Department of Education, and staff development for teachers.

Institutional Goal

3. Improve computer literacy for all students by making computer services available and by facilitating the use of appropriate software packages in courses throughout the curriculum.

Expected Results

Compliance with NCATE standards for teacher education programs.

Creation of state-of-the-art Center for Teaching and Learning to serve DSU faculty members and students, the Mississippi Department of Education, and school districts.

Escalate the use of technology by faculty members and students.

Assessment Procedures

Performance assessment based on NCATE standards.

Performance assessment of equipment utilization based on extent of use.

Feedback from faculty members and students

Actual Results

Established a Center for Teaching and Learning with full capability to meet initial technology needs of the College of Education and to provide staff development for DSU faculty members not in the College of Education, the Mississippi Department of Education, and school districts.
Use of Results

Document compliance with NCATE standards.

Demonstrate a model technology application for others to replicate.
VI. UNIT BUDGET FOR TECHNOLOGY

The following budget is to maintain the Center for Learning and Teaching.

<table>
<thead>
<tr>
<th>Account</th>
<th>Previous Request</th>
<th>Current Budget</th>
<th>New Budget Request</th>
<th>Priority Request</th>
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</thead>
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<td>Peripheral equipment</td>
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<tr>
<td>Support person with Novell expertise (CNA)</td>
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<td>Supplies</td>
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<td>Novell server within the Center</td>
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<td>Clerical Assistant for inventory control and participant assistance</td>
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<tr>
<td>Training for computer application and networking and trainer development</td>
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<tr>
<td>Total</td>
<td>$121,000</td>
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<td>$138,000</td>
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</tbody>
</table>

Justification

The establishment of a technology budget is required to assure continued service when grant funds are not adequate. Presently funds are available from SERVE, U.S. Department of Education, and the Delta Initiative.
APPENDIX B1
The College of Education, Delta State University adopted three major objectives in 1995 for the implementation of technology applications:

1. To create a technology literate educational work force by providing training to raise the level of computer competencies in three broad categories: fundamental skill building in the use of computers, infusion technology into the educational process, and general knowledge of technology and ethical/legal issues.

2. To establish a Center for Learning and Teaching with full service computer-based resources: drill and practice programs, computer-assisted testing, multimedia programs that permit non-programmers to combine text, color graphics, picture images, music, voice, motion video, animation and simulation; access to the University's infrastructure with Internet; and classrooms with full technology support through the Center's server.

3. To meet the International Society for Technology in Education (ISTE) recommendations to the National Council for Accreditation of Teacher Education (NCATE).

Progress

- All faculty members are trained in basic skills application on the computer, and most routinely require use of computer-based applications in assignments. Since January 1997 all faculty members have participated in training and Center services.

- The Center for Teaching and Learning is established in Ewing Hall. The Center has a training lab and an open access lab for students, Internet connection on each computer, access to large databases, connection to the University's infrastructure, and six classrooms and an auditorium wired for full technology support. The Center has 51 computers, five laptops, five printers,
scanner, two LCD projectors, a digital camera, a
digital camcorder, two digital monitors, and one-way
telecast connections through Channel One to two public
schools.

- ISTE standards are being met through collaborative
alliances with the College of Business, College of Arts
and Sciences, and the University’s Information and
Technology Services for training and technical support.
Through University financial support and federal funds,
each faculty member shall have by May 1999 a desktop
multimedia computer with connection to a laser printer,
the University’s infrastructure and Internet.
APPENDIX B2
The National Council for Accreditation of Teacher Education (NCATE) accepted the International Society for Technology in Education (ISTE) recommended guidelines for programs in educational computing and teacher preparation programs. These recommendations are listed as standards for planning and implementing technology in the College of Education:

Demonstrate ability to operate a computer system in order to successfully utilize software.

Evaluate and use computers and related technologies to support the instructional process.

Apply current instructional principles, research, and appropriate assessment practices for the use of computers and related technologies.

Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.

Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.

Evaluate, select and integrate computer/technology-based instruction in the curriculum of one’s subject area(s) and/or grade level.

Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.

Demonstrate skill in using productivity tools for professional and personal use, including word-processing, database, spreadsheet, and print/graphic utilities.

Demonstrate knowledge of equity, ethical, legal and human issues of computing and technology use as they relate to society and model appropriate behaviors.
Identify resources for staying current in applications of computing and related technologies in education. Use of computer-based technologies to access information to enhance personal and professional productivity.

Apply computers and related technologies to facilitate emerging roles of the learner and the educator.